



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12661806  
SAU: MSAD 75  
School: Woodside Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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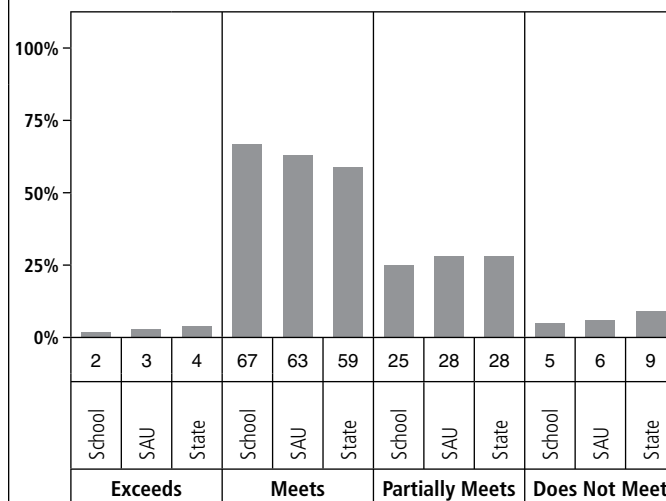
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

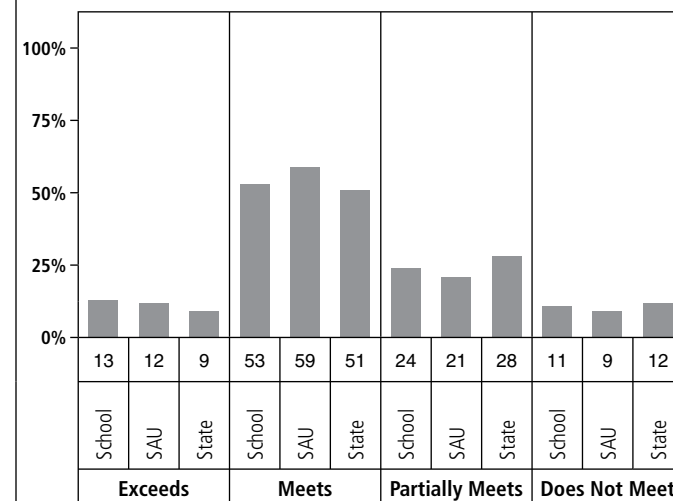
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	444	445	444
2006–2007	448	446	445
<b>2007–2008</b>	<b>446</b>	<b>446</b>	<b>445</b>
Cum. Avg. *	446	446	445
<b>Mathematics</b>			
2005–2006	445	445	444
2006–2007	452	448	445
<b>2007–2008</b>	<b>448</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	448	447	445
<b>Science &amp; Technology</b>			
2005–2006	446	447	444
2006–2007	449	447	444
<b>2007–2008</b>	<b>451</b>	<b>448</b>	<b>444</b>
Cum. Avg. *	449	447	444

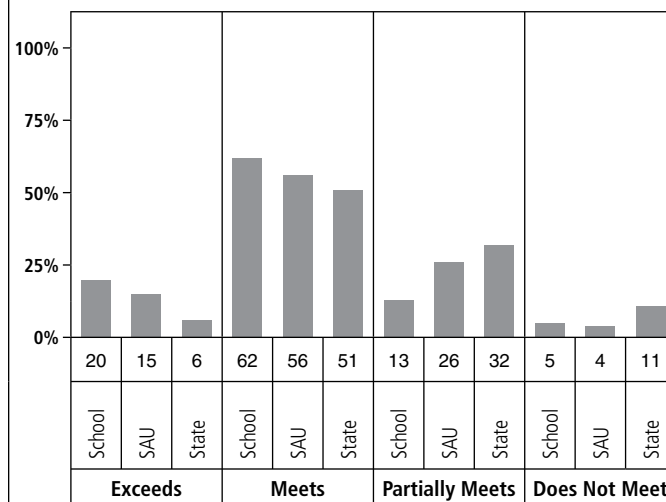
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 75  
 School: Woodside Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	55	100	194	100	14207	100	55	100	193	100	14181	100	55	100	193	100	14123	100	55	100	192	99	14115	99						
Ethnicity African American/Black	2	4	4	2	390	3	2	100	4	100	388	99	2	100	4	100	388	99	2	100	4	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	2	1	263	2	0	0	2	100	259	98	0	0	2	100	262	100	0	0	2	100	262	100						
Hispanic	0	0	1	1	170	1	0	0	1	100	168	99	0	0	1	100	166	98	0	0	1	100	166	98						
Caucasian/White	53	96	187	96	13282	93	53	100	186	100	13264	100	53	100	186	100	13205	100	53	100	185	99	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	13	24	50	26	2524	18	13	100	49	100	2514	100	13	100	49	100	2498	99	13	100	48	96	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	13	24	52	27	5587	39	13	100	51	100	5569	100	13	100	51	100	5538	99	13	100	51	98	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	43	78	140	72	10755	76	43	78	140	72	10730	76	43	78	140	72	10776	76						
Identified disability (PET/IEP)	2	5	6	4	375	3	2	5	6	4	374	3	2	5	6	4	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	1	1	114	1	0	0	1	1	114	1	0	0	1	1	115	1						
Participation with accommodations	12	22	53	27	3298	23	12	22	53	27	3267	23	12	22	52	27	3215	23						
Identified disability (PET/IEP)	11	92	43	81	2013	61	11	92	43	81	1998	61	11	92	42	81	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	1	8	2	4	69	2	1	8	2	4	68	2	1	8	2	4	67	2						
Other	0	0	8	15	1046	32	0	0	8	15	1023	31	0	0	8	15	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	1	1	15	0	0	0	1	1	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	2	1	80	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	3	5	12	5	601	4
	2006-2007	0	0	3	1	507	4
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>559</b>	<b>4</b>
	Cum. Total*	4	2	21	3	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	31	48	132	57	7910	57
	2006-2007	45	79	150	70	8749	63
	<b>2007-2008</b>	<b>37</b>	<b>67</b>	<b>122</b>	<b>63</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	113	64	404	63	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	26	41	74	32	3970	29
	2006-2007	10	18	47	22	3467	25
	<b>2007-2008</b>	<b>14</b>	<b>25</b>	<b>54</b>	<b>28</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	50	28	175	27	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	4	6	13	6	1421	10
	2006-2007	2	4	15	7	1165	8
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	9	5	39	6	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	31.0	64.6	30.7	64.0	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	16.2	67.5	15.9	66.3	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.8	61.7	14.8	61.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA–READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 75  
 School: Woodside Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	1	2	37	67	14	25	3	5	446	193	3	63	28	6	446	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	2										4						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										2						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	53	1	2	36	68	14	26	2	4	446	186	3	65	29	4	446	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	13	0	0	5	38	6	46	2	15	440	49	0	45	43	12	440	2388	0	29	44	26	437
No	42	1	2	32	76	8	19	1	2	448	144	4	69	23	3	448	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	55	1	2	37	67	14	25	3	5	446	193	3	63	28	6	446	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	13	0	0	9	69	2	15	2	15	444	51	2	57	27	14	444	5502	1	47	37	14	441
No	42	1	2	28	67	12	29	1	2	447	142	4	65	28	3	446	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	55	1	2	37	67	14	25	3	5	446	193	3	63	28	6	446	14048	4	59	28	9	445
<b>Gender</b>																						
Female	26	1	4	19	73	5	19	1	4	448	97	6	64	26	4	447	6959	5	61	26	8	446
Male	29	0	0	18	62	9	31	2	7	445	96	0	63	30	7	445	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	2	18	7	64	2	18	438	33	0	33	58	9	440	1890	0	37	46	17	439
No	44	1	2	35	80	7	16	1	2	448	160	4	69	22	5	447	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	2										9	44	56	0	0	461	266	21	74	4	0	456
No	53	1	2	35	66	14	26	3	6	446	184	1	64	29	6	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	434	2	0	0	67	33	435	5	1	42	36	21	440
B. less than one hour	73	0	0	28	70	9	23	3	8	446	73	2	65	26	6	446	74	4	62	27	7	445
C. one to two hours	24	1	8	9	69	3	23	0	0	448	23	7	66	25	2	447	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	1	100	0	0	436	2	0	0	100	0	438	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	1	6	14	82	2	12	0	0	451	31	3	64	26	7	446	30	6	63	24	7	446
B. They match some of what I have learned.	62	0	0	20	59	11	32	3	9	444	57	3	67	25	5	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	4	0	0	2	100	0	0	0	0	446	9	6	53	35	6	445	12	2	46	37	15	441
D. There is no match.	4	0	0	1	50	1	50	0	0	447	4	0	29	57	14	436	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	39	1	5	16	76	4	19	0	0	449	34	8	70	17	5	449	35	7	66	20	6	448
B. good	41	0	0	13	59	6	27	3	14	445	46	1	60	33	6	445	51	3	60	29	7	445
C. fair	19	0	0	6	60	4	40	0	0	444	19	0	57	37	6	443	12	1	44	40	16	440
D. poor	2	0	0	1	100	0	0	0	0	448	2	0	50	25	25	434	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	6	40	8	53	1	7	441	25	2	56	31	10	444	19	2	46	34	17	442
B. about the same as my regular schoolwork	53	1	3	22	76	4	14	2	7	448	58	3	65	28	4	446	62	5	64	26	5	446
C. easier than my regular schoolwork	20	0	0	9	82	2	18	0	0	449	17	6	69	19	6	449	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	13	0	0	2	29	3	43	2	29	436	14	0	35	46	19	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	50	0	0	17	63	9	33	1	4	446	52	2	63	31	4	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	37	1	5	17	85	2	10	0	0	450	34	6	76	14	3	450	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	1	9	8	73	2	18	0	0	449	21	13	68	15	5	449	18	7	64	22	7	447
B. 20 minutes to an hour	60	0	0	21	64	9	27	3	9	446	61	1	64	29	6	446	55	4	64	26	6	446
C. less than 20 minutes	11	0	0	5	83	1	17	0	0	445	13	0	58	38	4	442	14	2	53	33	12	443
D. I rarely read at home.	9	0	0	3	60	2	40	0	0	443	6	0	45	45	9	441	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	13	0	0	4	57	3	43	0	0	443	14	0	52	40	8	442	23	3	50	34	13	442
B. six to ten pages	31	1	6	10	59	5	29	1	6	445	23	5	60	31	5	445	25	3	60	29	8	444
C. eleven or more pages	56	0	0	22	73	6	20	2	7	448	64	3	67	24	6	447	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										45	0	60	40	0	445						
B.	0										18	0	50	50	0	442						
C.	0										18	0	50	0	50	439						
D.	0										18	50	0	50	0	452						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	3	5	18	8	1294	9
	2006-2007	7	12	18	8	1054	8
	<b>2007-2008</b>	<b>7</b>	<b>13</b>	<b>23</b>	<b>12</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	17	10	59	9	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	38	59	121	52	7000	50
	2006-2007	40	70	137	64	7394	53
	<b>2007-2008</b>	<b>29</b>	<b>53</b>	<b>113</b>	<b>59</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	107	61	371	58	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	18	28	65	28	3784	27
	2006-2007	9	16	46	21	3729	27
	<b>2007-2008</b>	<b>13</b>	<b>24</b>	<b>40</b>	<b>21</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	40	23	151	24	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	5	8	27	12	1894	14
	2006-2007	1	2	14	7	1735	12
	<b>2007-2008</b>	<b>6</b>	<b>11</b>	<b>17</b>	<b>9</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	12	7	58	9	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.8	65.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.5	67.9	9.5	67.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	10.1	72.1	10.0	71.4	9.7	69.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 75  
 School: Woodside Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	7	13	29	53	13	24	6	11	448	193	12	59	21	9	447	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	2										4						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										2						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	53	7	13	28	53	13	25	5	9	448	186	11	60	20	9	447	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	13	0	0	4	31	6	46	3	23	436	49	2	47	31	20	439	2372	3	31	36	30	436
No	42	7	17	25	60	7	17	3	7	451	144	15	63	17	5	450	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	55	7	13	29	53	13	24	6	11	448	193	12	59	21	9	447	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	13	1	8	4	31	5	38	3	23	441	51	8	47	25	20	442	5472	5	41	35	19	440
No	42	6	14	25	60	8	19	3	7	450	142	13	63	19	5	449	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	55	7	13	29	53	13	24	6	11	448	193	12	59	21	9	447	13992	9	51	28	12	445
<b>Gender</b>																						
Female	26	3	12	13	50	7	27	3	12	448	97	13	56	22	9	447	6933	9	50	29	12	445
Male	29	4	14	16	55	6	21	3	10	448	96	10	61	20	8	447	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	5	45	4	36	2	18	439	33	0	58	27	15	441	1890	2	34	41	23	438
No	44	7	16	24	55	9	20	4	9	450	160	14	59	19	8	448	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	2										9	56	44	0	0	464	266	45	49	5	0	461
No	53	6	11	28	53	13	25	6	11	447	184	10	59	22	9	446	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	422	2	0	33	33	33	434	5	6	34	33	27	438
B. less than one hour	73	5	13	20	50	10	25	5	13	447	73	9	58	22	10	446	74	10	52	28	10	446
C. one to two hours	24	2	15	8	62	3	23	0	0	453	23	20	61	16	2	452	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	448	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	47	5	19	14	54	5	19	2	8	451	36	22	58	13	7	451	38	13	56	23	8	448
B. They match some of what I have learned.	44	2	8	15	63	6	25	1	4	448	54	5	68	23	5	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	5	0	0	0	0	1	33	2	67	429	6	17	25	25	33	442	10	4	35	39	22	439
D. There is no match.	4	0	0	0	0	1	50	1	50	427	4	0	14	57	29	431	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	5	25	13	65	2	10	0	0	455	33	19	62	16	3	452	35	16	55	20	8	449
B. good	51	2	7	13	46	9	32	4	14	445	47	11	62	19	8	448	48	7	52	31	11	445
C. fair	9	0	0	3	60	0	0	2	40	440	15	0	50	25	25	439	14	3	41	38	18	440
D. poor	4	0	0	0	0	2	100	0	0	440	5	0	44	56	0	441	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	1	10	3	30	2	20	4	40	436	17	13	41	19	28	441	15	4	38	33	25	439
B. about the same as my regular schoolwork	60	3	9	22	67	7	21	1	3	451	63	7	69	21	3	448	64	10	54	28	9	446
C. easier than my regular schoolwork	22	3	25	4	33	4	33	1	8	448	20	27	46	19	8	451	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	9	0	0	3	60	2	40	0	0	446	21	13	65	15	8	448	23	8	47	29	16	443
B. two or three days a week	47	2	8	17	65	5	19	2	8	449	42	9	66	19	6	448	36	11	54	27	9	447
C. two or three times each month	22	0	0	7	58	2	17	3	25	443	25	11	57	21	11	447	25	10	53	27	10	446
D. never or almost never	22	5	42	2	17	4	33	1	8	451	13	21	33	33	13	446	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	1	50	1	50	427	6	0	45	36	18	440	5	3	30	33	33	436
B. two or three days a week	13	0	0	5	71	1	14	1	14	450	27	12	69	14	6	450	19	8	50	30	12	445
C. two or three times each month	29	5	31	5	31	3	19	3	19	449	38	15	58	21	6	448	38	11	55	26	8	447
D. never or almost never	55	2	7	19	63	8	27	1	3	448	29	9	55	23	13	446	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	0	0	1	14	5	71	1	14	434	6	9	27	55	9	440	8	3	33	38	25	438
B. 30–45 minutes	56	2	6	18	58	7	23	4	13	446	33	6	58	23	13	444	27	6	48	33	13	443
C. 45–60 minutes	22	4	33	7	58	0	0	1	8	458	46	15	63	16	6	450	38	11	54	26	9	447
D. more than 60 minutes	9	1	20	3	60	1	20	0	0	454	16	13	67	17	3	450	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										45	20	40	40	0	447						
B.	0										18	0	100	0	0	446						
C.	0										18	0	50	50	0	438						
D.	0										18	50	50	0	0	460						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	6	16	7	751	5
	2006-2007	8	14	21	10	963	7
	<b>2007-2008</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>15</b>	<b>882</b>	<b>6</b>
	Cum. Total*	23	13	65	10	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	38	59	152	66	7251	52
	2006-2007	35	61	128	60	6824	49
	<b>2007-2008</b>	<b>34</b>	<b>62</b>	<b>107</b>	<b>56</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	107	61	387	61	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	19	30	53	23	4514	32
	2006-2007	12	21	48	22	4382	32
	<b>2007-2008</b>	<b>7</b>	<b>13</b>	<b>50</b>	<b>26</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	38	22	151	24	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	3	5	10	4	1458	10
	2006-2007	2	4	18	8	1735	12
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	8	5	35	5	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.0	75.0	8.8	73.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.7	72.5	8.1	67.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.6	71.7	8.0	66.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.1	67.5	7.9	65.8	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	11	20	34	62	7	13	3	5	451	192	15	56	26	4	448	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	2										4						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										2						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	53	11	21	32	60	7	13	3	6	451	185	15	56	26	3	449	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	13	0	0	9	69	3	23	1	8	445	48	8	46	40	6	444	2370	2	32	41	25	437
No	42	11	26	25	60	4	10	2	5	453	144	17	59	22	3	450	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	55	11	20	34	62	7	13	3	5	451	192	15	56	26	4	448	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	13	2	15	6	46	3	23	2	15	447	51	12	45	33	10	444	5470	3	41	39	18	440
No	42	9	21	28	67	4	10	1	2	452	141	16	60	23	1	450	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	55	11	20	34	62	7	13	3	5	451	192	15	56	26	4	448	13986	6	51	32	11	444
<b>Gender</b>																						
Female	26	5	19	19	73	1	4	1	4	452	97	13	56	29	2	448	6929	6	49	33	12	443
Male	29	6	21	15	52	6	21	2	7	451	95	16	56	23	5	449	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	6	55	3	27	2	18	441	33	6	45	39	9	443	1888	1	32	44	23	437
No	44	11	25	28	64	4	9	1	2	454	159	16	58	23	3	450	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	2										9	67	33	0	0	468	266	30	65	5	1	457
No	53	9	17	34	64	7	13	3	6	450	183	12	57	27	4	447	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 75  
School: Woodside Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	67	0	33	437	5	4	37	36	22	439
B. less than one hour	73	10	25	23	58	5	13	2	5	452	73	14	55	27	4	448	74	6	53	31	10	444
C. one to two hours	24	1	8	9	69	2	15	1	8	450	23	18	59	20	2	451	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	442	2	0	50	50	0	441	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	60	8	24	19	58	5	15	1	3	453	42	24	53	22	1	452	24	9	53	28	10	446
B. They match some of what I have learned.	36	3	15	14	70	1	5	2	10	449	44	10	62	24	5	447	49	6	54	31	9	445
C. They match just a little of what I have learned.	2	0	0	1	100	0	0	0	0	444	11	0	52	48	0	444	21	4	47	36	13	442
D. There is no match.	2	0	0	0	0	1	100	0	0	438	3	0	33	33	33	434	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	27	4	27	9	60	1	7	1	7	455	26	22	59	14	4	452	25	9	53	27	10	446
B. good	60	7	21	19	58	6	18	1	3	450	52	14	58	24	3	449	54	6	55	30	9	445
C. fair	13	0	0	6	86	0	0	1	14	447	19	6	50	42	3	444	19	3	43	40	15	441
D. poor	0										4	0	43	43	14	439	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	19	0	0	7	70	1	10	2	20	442	17	0	52	35	13	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	63	9	26	21	62	4	12	0	0	454	67	18	57	25	1	450	62	7	53	31	9	445
C. easier than my regular schoolwork	19	2	20	6	60	2	20	0	0	454	17	16	65	16	3	452	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	71	9	23	26	67	3	8	1	3	453	52	13	63	21	3	449	24	7	48	33	12	444
B. a few times a week	22	2	17	7	58	3	25	0	0	449	30	23	46	32	0	449	53	7	54	31	9	445
C. once a week	4	0	0	1	50	0	0	1	50	442	8	6	56	25	13	446	9	6	46	33	15	442
D. a few times a month	4	0	0	0	0	1	50	1	50	433	9	0	56	33	11	443	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	9	0	0	4	80	1	20	0	0	446	17	9	52	33	6	444	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	33	1	6	12	67	3	17	2	11	447	28	6	53	38	4	445	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	33	7	39	9	50	2	11	0	0	457	32	23	54	21	2	451	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	3	21	9	64	1	7	1	7	451	22	17	69	10	5	452	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										45	0	60	40	0	446						
B.	0										18	0	100	0	0	451						
C.	0										18	50	0	0	50	439						
D.	0										18	50	0	50	0	457						